

**LIBERTY MIDDLE**  
310 W. Main Street  
Liberty, South Carolina 29657

**GRADES** 5-8 Middle School

**ENROLLMENT** 700 Students

**PRINCIPAL** Dennis Somerville 864-850-3525

**SUPERINTENDENT** Dr. Mendel Stewart 864-855-8150

**BOARD CHAIR** Mr. Dan Sharpe 864-878-3847

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	25	6	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

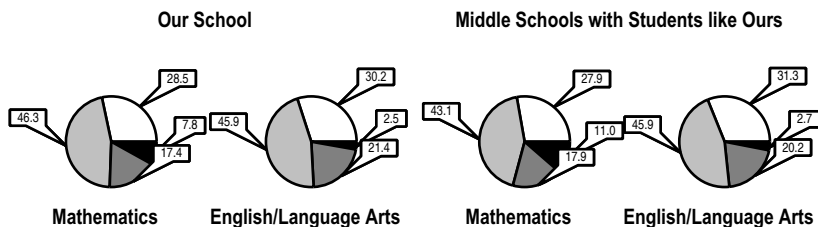
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




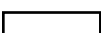
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	46	150	91
Percent satisfied with learning environment	75.6%	68.7%	52.3%
Percent satisfied with social and physical environment	77.8%	70.0%	44.9%
Percent satisfied with home-school relations	45.7%	80.4%	62.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	684	99.7	30.2	45.9	21.4	2.5	23.9	17.6
Gender								
Male	355	99.4	38.5	43.5	16.3	1.8	18.0	17.6
Female	329	100.0	21.3	48.6	27.0	3.2	30.2	17.6
Racial/Ethnic Group								
White	636	99.7	28.6	46.1	22.7	2.6	25.3	17.6
African-American	42	100.0	51.3	43.6	5.1	N/A	5.1	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	570	99.8	21.4	50.3	25.4	2.9	28.3	17.6
Disabled	114	99.1	75.5	23.6	0.9	N/A	0.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	684	99.7	30.2	45.9	21.4	2.5	23.9	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	680	99.7	30.0	45.9	21.6	2.5	24.0	17.6
Socio-Economic Status								
Subsidized meals	328	99.4	41.0	45.6	12.1	1.3	13.4	17.6
Full-pay meals	356	100.0	20.5	46.2	29.8	3.5	33.2	17.6

Mathematics								
All students	684	100.0	28.5	46.3	17.4	7.8	25.2	15.5
Gender								
Male	355	100.0	28.8	44.7	18.2	8.2	26.5	15.5
Female	329	100.0	28.2	48.1	16.5	7.3	23.7	15.5
Racial/Ethnic Group								
White	636	100.0	27.3	46.2	18.2	8.3	26.5	15.5
African-American	42	100.0	46.2	46.2	7.7	N/A	7.7	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	570	100.0	21.3	49.4	20.0	9.3	29.3	15.5
Disabled	114	100.0	65.4	30.8	3.7	N/A	3.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	684	100.0	28.5	46.3	17.4	7.8	25.2	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	680	100.0	28.5	46.2	17.5	7.8	25.3	15.5
Socio-Economic Status								
Subsidized meals	328	100.0	37.4	48.1	11.6	2.9	14.5	15.5
Full-pay meals	356	100.0	20.5	44.8	22.5	12.1	34.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	182	N/A	17.1	51.4	28.7	2.8	31.5
	Grade 6	170	N/A	28.6	40.5	25.0	6.0	31.0
	Grade 7	165	N/A	28.8	55.8	12.9	2.5	15.3
	Grade 8	170	N/A	27.6	54.0	17.8	0.6	18.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	149	100.0	29.3	38.1	31.3	1.4	32.7
	Grade 6	203	99.5	34.2	42.1	20.0	3.7	23.7
	Grade 7	162	100.0	25.5	47.1	24.8	2.5	27.4
	Grade 8	170	99.4	30.8	56.6	10.7	1.9	12.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	182	N/A	28.7	43.6	19.3	8.3	27.6
	Grade 6	170	N/A	26.2	44.0	22.0	7.7	29.8
	Grade 7	165	N/A	46.6	42.3	7.4	3.7	11.0
	Grade 8	170	N/A	37.4	45.4	10.4	6.7	17.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	149	100.0	25.2	42.2	23.8	8.8	32.7
	Grade 6	203	100.0	24.1	44.0	22.5	9.4	31.9
	Grade 7	162	100.0	29.7	41.8	18.4	10.1	28.5
	Grade 8	170	100.0	35.6	57.5	4.4	2.5	6.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 700)				
Students enrolled in high school credit courses (grades 7 & 8)	59.0%	Down from 64.0%	15.6%	14.4%
Retention rate	2.6%	Down from 7.3%	2.3%	2.3%
Attendance rate	95.6%	Down from 95.8%	95.4%	95.2%
Eligible for gifted and talented	13.6%	Up from 9.5%	17.0%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.0%	Down from 16.8%	15.1%	14.1%
Older than usual for grade	4.6%	Down from 5.1%	4.8%	4.9%
Suspended or expelled	1.0%	Down from 1.9%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	40.0%	Up from 36.4%	47.3%	47.1%
Continuing contract teachers	80.0%	Down from 86.4%	85.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.6%	Up from 83.0%	86.4%	84.3%
Teacher attendance rate	95.8%	Up from 94.6%	95.3%	95.0%
Average teacher salary	\$38,398	Down 0.2%	\$40,142	\$39,924
Prof. development days/teacher	12.6 days	Up from 11.0 days	10.5 days	10.7 days

School				
Principal's years at school	18.0	Up from 17.0	3.0	3.0
Student-teacher ratio	21.1 to 1	Down from 21.8 to 1	21.6 to 1	21.0 to 1
Prime instructional time	90.7%	Up from 89.6%	89.0%	88.9%
Dollars spent per pupil*	\$5,349	Down 2.3%	\$5,670	\$5,854
Percent spent on teacher salaries*	59.4%	Up from 58.9%	62.1%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.7%	Up from 88.5%	94.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Liberty Middle School served approximately seven hundred students in the fifth through eighth grades during the 2002-2003 school year. Liberty Middle continues to strive to follow a true middle school concept. The mission of Liberty Middle School, in cooperation with parents and community, is to maximize each student's potential to be a successful, contributing member of society through an instructional environment focused on intellectual, emotional, social, and physical needs.

The 2002-2003 school year was very productive for Liberty Middle. Through the combined efforts of parents, students, the community, faculty, staff, and the administration, strategies from our school's Strategic Plan were implemented and positive results were seen. Among our accomplishments were the following:

A successful SACS visitation with continued full accreditation.

A continued overall improvement of PACT scores.

Improved safety and discipline with the assistance of a full-time School Resource Officer.

Record attendance at the three regularly scheduled PTO/SIC Meetings.

Record growth of the Accelerated Reader Program, with over 24,000 points earned by our students.

A well-attended and well-received Liberty Arts Festival.

Sports, fine arts presentations, and clubs to provide opportunities for students to grow outside of the classrooms.

Students' enthusiastic participation in many service-learning projects at school and in the community.

The beginning of our PE-Athletic-Exercise Field Project, with plans to add exercise stations during the 2003-2004 school year.

Liberty Middle School continues to provide our students with the quality instruction and teaching of life skills that will equip each of them to be successful in his/her future endeavors. We thank you for your shared efforts on behalf of our students.

Dennis Somerville

Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.